

MRS. SPIELMANN'S 2ND GRADE

Lesson Plans for Week of Oct. 21-25, 2013

	DOL,Flag, Attendance	Specials	Guided Reading
	<u>8:30-8:45</u> Flag Pledge, Lunch Count, PBIS Attendance, Daily Oral Lang. <u>Spelling: Long vowels, o, oa, ow</u> Challenge words in dict. Sentence Phonics Charts-# 19-20 titled: Gentle Cow; Cowscape Flash Card Drill of Sight Words Daily Oral Language Character Education Word: Respect	<u>8:45-9:45</u> 8:45- 9:15 - P.E. 9:20-9:50 - Art	<u>10:00-11:30</u> Guided Reading & Conferencing Oral & Silent Rdg: Apples for Sheep and Goat; Country Show Students will review information on KWL; finish a story map; Genre study & Guided Rdg. Group Daily 5: Read to Self, Read to Someone, Listen to Reading, Word Works, Work on Writing CAFE components (RL.2.1)
	<u>8:30-8:45</u> Flag Pledge, Lunch Count, PBIS Attendance, Daily Oral Lang. <u>Spelling: Long vowels, o, oa, ow</u> Challenge words in dict. Sentence Phonics Chart - #19-20 Titled: Gentle Cow; Cowscape Flash Card Drill of Sight Words Character Education word: Respect	<u>8:45-9:45</u> 8:45-9:15 - Music 9:15-9:50 - Library/Counseling	<u>10:00-11:30</u> Guided Reading & Conferencing oral & Silent Rdg: Rooster's Sore Throat; Down on the Farm (RL.2.1) Story Plot, major and minor characters; settings, sequence events, predict author's message Daily 5: Read to Self, Read to Someone, Listen to Reading, Word Works, Work on Writing; CAFE Comp.
	<u>8:30-8:45</u> Flag Pledge, Lunch Count, PBIS Attendance, Daily Oral Lang. <u>Spelling: Long vowels, o, oa, ow</u> Challenge words in dict. Sentence Phonics Chart - # 19-20 titled: Gentle Cow; Cowscape Flash Card Drill of Sight Words Character Education word: Respect	<u>8:45-9:45</u> 8:45-9:15 - P.E. 9:20-9:50 - Art	<u>10:00-11:30</u> Guided Reading & Oral Rdg.(RL.2.1) The Golden Goose Events, predict author's message the narrative & intended audience Describe how setting is conveyed & similarities. Daily 5: Read to Self; Read to Someone, Listen to Reading, Word Works, Work on Writing; CAFE Components
	<u>8:30-8:45</u> Flag Pledge, Lunch Count, PBIS Attendance, Daily Oral Lang. <u>Spelling: Long vowels, o, oa, ow</u> Challenge words in dict. Sentence Phonics Chart # 19-20 Titled: Gentle Cow; Cowscape Flash Card Drill of Sight Words Character Education word: Respect	<u>8:40-9:45</u> 8:45-9:15 - Music 9:20-9:50- Library	<u>10:00-11:30</u> Oral & Silent Reading: (RL.2.1) The Day in a Life of a Fish Write about how to compare this story to another story. Discuss the author's message of the story. Daily 5: Read to Self, Read to Someone, Listen to Reading, Word Works, Work on Writing CAFE components
	<u>8:30-8:45</u> Flag Pledge, Lunch Count, PBIS Attendance, Daily Oral Lang. <u>Spelling: Long vowels, o, oa, ow</u> Challenge words in dict. Sentence	<u>8:40-9:45</u> 8:45-9:15 - P.E. 9:20-9:20 - Art	<u>10:00-11:30</u> Oral & Silent Reading of: (RL.2.1) Forget It! Discuss author's message. Word wall activities; speaking in

D	Phonics Chart #17-18 Titled:		complete, coherent sentences.
A	Gentle Cow; Cowscape		Daily 5: Read to Self, Read to
Y	Flash Card Drill of Sight Words		Someone, Listen to Reading, Word
	Character Education word:		Works, Work on Writing
	Respect		CAFE components

CURRICULUM OBJECTIVES:

<u>Math Objective:</u> Students will learn how to	identify various shapes and 3-D objects such as triangles, rhombus, trapezoid
<u>Shared Reading Objective:</u>	: Use appropriate listening skills, as well as identify complex and irregularly shaped
<u>Spelling Objectives -</u>	long vowels: o, oa, ow
<u>Oral Language Objective:</u> Practice Speaking and listening skills.	
<u>Science Objective:</u> Students will understand	how animals live in the Woodland Forest
<u>SuccessMaker Objective:</u> Use targeted practice and interventions on the computer in reading and math for each student	
<u>Guided Reading Objective:</u> Find author's message in a story; describe how setting is conveyed; review KWL chart	
<u>Explicit Oral Language Objective:</u> Oral	reading and discussion using poetry books and News Books
<u>Weekly Reader Objective:</u> students	reading informational text
<u>Social Studies -</u> Students will learn about	about how to read a map and find locations on a map.

STATE STANDARDS:

<u>Reading Standards: Indicator 1-</u>	Students can recognize & analyze words; Indicator 2: Students can comprehend
<u>Writing Standards: Indicator 1:</u>	Students can apply the writing process to compose text.
<u>Listening and Viewing Standards: Indicator 1:</u>	Students are able to use various listening & viewing strategies in social studies
<u>Math Standards: Indicator 1:</u>	Use procedures to transform algebraic expressions.
<u>Science Standards: Indicator 1:</u>	Understand the nature and origin of scientific knowledge.
<u>Social Studies Standards: Indicator 1:</u>	Analyze U.S. historical eras to determine connections & cause/effect relationships
<u>Technology Standards: Indicator 1:</u>	Students recognize & demonstrate skills in operating technological systems.

COMMON CORE STANDARDS:

<u>Language Arts:</u>	Ask who, what, where, when, why, and how questions for understanding; discuss
<u>Mathematics:</u>	Extend understanding of base ten system; understanding models of addition and subtraction
<u>Reading</u>	Ask who, what, where, when, why, and how questions for understanding; discuss
<u>Writing:</u>	Write Opinion pieces in which they introduce the topic or book they are writing about
<u>Speaking and Listening:</u>	Participate in collaborative conversations with diverse partners and 2nd grade
<u>Language Arts:</u>	Participate in collaborative conversations with diverse partners
<u>Math</u>	Make sense of problems and work on tables and graphs and daily reasoning
<u>Technology Standards:</u>	Select from several teacher-directed internet sites to locate information.
<u>Social Studies Standards:</u>	Analyze U.S. Historical eras to determine connections and cause and effect relationships
<u>Science Standards</u>	Make a timeline to indicate the life cycle of an insect. Use scientific thinking to

Poetry/Ch.Ed. 11:30-11:35 Explicit Oral Language on various current topics . Read Aloud Poems with Skill Building Lessons.	Recess 11:35-11:50	Lunch 12:05-12:35	SSR Time/ Silent Reading <u>12:35-12:55</u>	SuccessMaker/Projects <u>12:55-1:15</u> Self-paced interactive courseware in content areas of reading and math in the computer lab. at each students' individual level.
Poetry/Ch.Ed. 11:30-11:35 Character Education activities on using Respect and being respect. Read Aloud Poems	Recess 11:35-11:50	Lunch 12:05-12:35	SSR Time/ Silent Reading 12:35-12:55	SuccessMaker/ 12:55-1:15 Self-paced interactive courseware in content areas of reading and math in the computer lab at each students' individual level.
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Character Ed. 11:30-11:35 Students will be learning about ways to be respectful Read Aloud Poems with Skill Bldg.	Recess 11:35-11:50	Lunch 12:05-12:35	SSR Time/ Silent Reading 12:35-12:55 Progress Monitor RTI Students	SuccessMaker/Projects 12:55-1:15 Self-paced interactive courseware in content areas of reading and math in the computer lab. at each students' individual level.
Character Ed. 11:00-11:15 Explicit Oral Language on various	Recess 11:35-11:50	Lunch 12:05-12:35	SSR Time/ Silent Reading 12:35-12:55	SuccessMaker/Projects 12:55-1:15 Self-paced interactive courseware in

current				content areas of reading
Character Ed.				and math in the computer
Read Aloud				lab. at each students' individual
Poems with				level.
Skill Building				
id, hexagon, and other Geoblocks.				
<u>spelled words.</u>	Make predictions.			
idents level.				
&; characters & plot				
and familiar texts.				
cial, academic, and occupationsl situations.				
ships in reference to chronology.				
tinguish long and short vowels				
and shapes.				
tinguish long and short vowels				
ng about				
le topics				
on language arts topics				
relationships				
skills of observing.				

<u>Math</u> 1:15-2:00 (NBT.2.1 Pg.2.5-2.6 Students will be learning about shapes, & blocks, and daily reasoning. Promethean Practice Enrich.7.1.5students will solve problems from words Problem of the Day. Mad Minute Tests; CGI Problems Flash card drill of add. Facts Students will use algebra concepts to solve equations.	<u>Poetry</u> 1:55-2:00 Oral reading and discuss. of explicit oral language using poetry books. Moral instructions	<u>Recess</u> 2:00-2:15	<u>Creative Writiing</u> 2:15-2:30 Students will be composing various stories to enhance the importance of learning various writing skills.	<u>RTI</u> 2:30-3:00 (Response to Intervention) Students will learning about story on line stories.
<u>Math</u> 1:15-2:00 Pg.2.7-2.8. Student will be working with symmetry, patterns Practice Enrichment:Promethean 7.2 for reteach and practice. Problem of the Day. Mad Minute Tests. Flash card drill of addition facts. CGI Solve everyday problems in math.	<u>Poetry</u> 1:55-2:00 Students will read and understand various forms of poetry.	<u>Recess</u> 2:00-2:15	<u>Creative Writiing</u> 2:15-2:30 Students will be composing various stories to enhance the importance of learning various writing skills.	<u>RTI</u> 2:30-3:00 (Response to Intervention) Students will work on reading to someone
<u>Math</u> 1:15-2:00 Pg.2.9-2.10 Students will be learning about doubles & +one 7.3 for reteach with practice. and problem solving. Problem of the Day. Mad Minute Tests. Flash card drill of addi. Facts. Students will understand place value. CGI problems	<u>Poetry</u> 1:55-2:00 Oral reading and discuss. of explicit oral language using poetry books.	<u>Recess</u> 2:00-2:15	<u>Shared Rdg./Spell.</u> Rhyme Charts/RTI 2:30-3:00 Involved sharing of spelling & rhyme charts and books. Students will look up spelling words in dictionary.	<u>RTI</u> 2:30-3:00 (Response to Intervention) Students will be working on Story Sparkers.
<u>Math</u> 1:15-2:00 Pg. 2.12-2.14 Students will be working with combinations problem solving & daily reasoning 7.4- Enrichment. Promethean Problem of the Day. Mad Minute Tests. CGI Problems Flash card drill of add. facts. Using problem solving skills	<u>Poetry</u> 1:55-2:00 Students will read and understand various forms of poetry.	<u>Recess</u> 2:00-2:15	<u>Shared Rdg./Spell.</u> Rhyme Charts/RTI 2:30-3:00 Involved sharing of spelling & rhyme charts and books. Students will use list words in sentences.	<u>RTI</u> 2:30-3:00 (Response to Intervention) Students will be working on Comprehension and Fluency; iPad - take
<u>Math</u> 1:15-2:00 Pg2.15-2.16. Students will be learn about patterns and blocks Pract. & Enrich. 7.5 Promethean	<u>Poetry</u> 1:55-2:00 Oral reading and discuss. of explicit	<u>Recess</u> 2:00-2:15	<u>Shared Rdg./Spell.</u> Rhyme Charts/RTI 2:30-3:00 Involved sharing of spelling & rhyme	<u>RTI</u> 2:30-3:00 (Response to Intervention) Students will be

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Science/S.Studies

Weekly Reader/JA

3:00-3:25

Science-pg.A42-A50

Students will be

learning about how
scientists are studying
bear cubs.

Weekly Reader-

We will be learning about
why bones are important.

[Dismiss - 3:30](#)

Social Studies - Pg 66-69

3:00-3:25

Students will learn

about the various
heroes and holidays.

[Dismiss - 3:30](#)

Social Studies- 3:00-3:25

Students will learn about
what animals are
American Heritages.
Use Promethean Board
for learning about
heritages of many
families.

[Dismiss - 3:30](#)

Weekly Reader - 3:00-3:25

Students will make
posters in small groups
depicting all kinds
of life cycles.

We will find various
life cycles on the
Promethean Board

[Dismiss - 3:30](#)

Weekly Reader-3:00-3:25

Students will be learning
about the life cycle of
plants and various
animals. Students will work

in groups to work together. The students will then share their findings to the class.

Dismiss - 3:30